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ABSTRACT

The United Kingdom's approach to planned educational change is called school improvement. This book presents a new approach to school improvement based on the experiences of 30 British schools that are being monitored by the Improving the Quality of Education for All (IQEA) project. Following the foreword by Michael Fullan and the preface and acknowledgements, part 1 briefly reviews the history of educational change in Great Britain. Part 2 presents theoretical models of effective schooling and school improvement. Five chapters link classroom, school, and school-environment perspectives on change. A conclusion is that the development of collaborative work cultures is the key to bringing about sustained school improvement. Part 3 focuses on practice, using a combination of theoretical constructs developed in part 1, excerpts from the literature, and vignettes from teachers and administrators in the IQEA school-development project to illustrate the practice of school improvement. Chapter 7 describes in more detail the school-improvement framework used in an earlier work on schools. Six key conditions that support the school-development process form the subjects of chapters 8 through 13. These include staff development, involvement, inquiry and reflection, leadership, coordination, and collaborative planning. Part 4 presents an interim and reflective account of how the school-improvement process works in practice, describing how some of the schools coped with the development process and discussing trends in the change of school cultures. A school-conditions rating scale, subject and author indexes, 7 figures, and 10 tables are included. (Contains 231 references.) (LMI)

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